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ABSTRACT

Concern about the high percentage of underprepared minority students in American schools and the increasing demand that schools educate them to a level never before attained are discussed, and a study of reading disabled bilingual students is reported. It is noted that continuing to allow a disproportionate number of minority or disadvantaged students, including many bilingual students, to pass through the education system without meeting high standards of achievement means they are likely to end up in dead-end jobs or on welfare. The decoding and word recognition and whole language approaches to teaching beginning reading are reviewed briefly, along with conflicting opinions about teaching methods. It is suggested that the solution to functional illiteracy lies not in promotional or retention policies, but in preschool and other early childhood programs, and some findings are reported that show that traditional methods of teaching beginning reading fail to help bilingual at-risk students. An experimental study of bilingual fifth-grade students who read below average is summarized, showing the success of a program of which a reading support system, Easy Steps to Reading Independence (ESRTI), was an integral part. Teacher responses to an ESRTI questionnaire are appended. (LB)

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COVER SHEET

EFFECTIVE METHODOLOGY FOR TEACHING BEGINNING READING IN ENGLISH TO BILINGUAL STUDENTS

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Abstract

The paper explores the question: Can the older reading disabled bilingual student be enabled to gain the necessary skills to achieve functional literacy at age and grade appropriate levels? Mid-Scores of the Degrees of Reading Proficiency (DRP) test for School Years 1988 and 1989 of twenty-two 5th grade reading disabled bilingual students reading "well below average" were compared through a t-Test for Paired Samples. The test proved significant (p. .05) for School Year 1989. Student essays and answers given by the teacher on the ESTRI Questionnaire support the quantitative analysis.

If the United States is to help all students reach their potential as well as compete in a global economy, it must start now to raise the achievement of minority students. Despite small gains, the most recent results of the National Assessment of Educational Progress(NAEP) indicates that Hispanic students still lag far behind English speaking students in reading achievement. Furthermore, the gap widens at the higher grades. Poor reading skills handicap older students in all school subjects (Chall.1986)

Demographers and policymakers say the American education system is facing a double challenge: increasing numbers of Hispanic students will be turning up in classrooms while economic realities dictate that schools educate them to a level never before attained. The Federal government predicts that in the year 2000 as many as one-third of American. elementary and secondary school students will be minorities. More than 30% of students in United States' schools are now minority. Moreover, minority pupils make up the majority of school populations in 22 of the 25 largest city school systems and already or soon will account for the majority in four states. Mississippi, New Mexico, California, and Texas, according to a report issued last year by the Quality Education for Minorities (QEM) project.

DISTURBING STATISTICS

A 1986 study by the New York City Board of Education found that 40% of the students held back dropped out before the end of high school. America's public schools hold back 2.4 million students every year, or 6%. They do so for such reasons as not wanting to deepen the spiral of failure by forcing students to cope with materials they cannot handle. And they fear that passing students along from grade to grade will devalue the diploma at the end of the line.

Latinos make up 84% of students placed in self-contained Special Education classrooms and schools. In New York City, 96% of students placed in Special Education never get out. Only 4% graduate at the end of their senior year. Iris Carl, President of the National Council of Teaches of Mathematics (NCTM). warns that, continuing to allow a disproportionate number of minority or disadvantaged students, among whom are included many bilingual students, to pass through the education system without

meeting higher standards of achievement, means they are likely to end up in dead-end jobs or on welfare.

Overcoming the inertia of current practices with disadvantaged students is a tremendous challenge. Experts are arguing with increasing frequency that the classroom approach typically taken with minority students and low achievers, characterized by lockstep-sequenced basic skills instruction, watered down remedial content, and few opportunities for students to learn actively or exercise critical thinking has only worsened their chances of ever mastering higher caliber academic content. Further research is showing that the policy frequently applied in low achieving students, retaining them in grade, placing them in special classrooms, or assigning them to low "tracks" are prone to major pitfalls What is being proposed is not that low achieving students don't need to master basic skills, but that the means toward teaching these skills should not be allowed to preclude other goals such as reasoning or critical thinking.

There is a great deal of concern that the "academic excellence" movement has failed to target those most at risk of academic and economic failure (Smith & Lincoln, 1988). In 1980, New York, under Chancellor Frank Macchiarola, adopted a "Promotional Gates" policy of automatically holding students back at 4th and 7th grades if they were more than a year and year and half below grade level in reading. But the new chancellor, Joseph Fernandez, has ended this policy by offering lagging students an option of a six-week remedial summer program instead of retention. Schools could decide to hold back students anyway, but the attempt to change was made because the Promotional Gates policy was spurring students to drop out.

Responding to these criticisms, experts now find a variety of ways that classroom and classroom practices must change to better serve disadvantaged students. Educators must expect that all students, including those from disadvantaged backgrounds, can perform challenging academic tasks. Classroom and instructional practices must be organized to increase the access of disadvantaged students to core learning experiences across the subject areas.

RESTRUCTURING EDUCATION

American education is stuck today on well-intentioned, deeply traditional, but flawed ideas about learning and teaching. Critics of educational reform policy point out that its focus has been too narrow to achieve educational excellence. Educators consider suspect the value of reforms which add more to the same academic requirements of curriculum without improving teaching methods. While more students appear to be gaining the basic skills in the subjects areas, few are able to demonstrate higher order applications of these skills .

Richard Boyd, President of the National Assessment Governing Board, which sets policy guidelines for NAEP states that most American students are not challenged. Evidence from much other research supports this conclusion. Instruction in basic reading skills must be seen as part of the larger task of solving authentic problems.

Learning tasks organized around the notion that students must master basic skills before advancing to higher order ones are misguided. Disadvantaged students in remedial reading programs are too often programmed for the discrete skills without the benefit of a challenging or engaging context. The report from a "Study of Academic Instruction"(SAI) notes that such practices may tend to underestimate what students are capable of, postpone more challenging and interesting work, perhaps indefinitely, and fail to provide a context for meaningfully employing the skills they are taught (Scales & Burley, 1988)..

Remedial reading programs are frequently faulted by over-emphasizing basic skills at the expense of application, problem solving, and critical thinking. The practice is to separate students into 'tracks' or long term ability grouping. Shirley McBury, President of Quality Instruction for Minorities Network finds that it is an inexorable plight reinforced by tracking that hinders students who are far behind other students when they start school from catching up with their peers. Students find themselves placed in low ability reading groups separated from classmates for compensatory education, and locked out of some academic courses in higher levels. Their peers get ahead of them while they are still trying to catch up.

METHODS OF TEACHING BEGINNING READING

Decoding and word recognition. Chall (1987) explained that reading development can be described as a series of qualitative stages with the stage of current learning supplanted by an extended text reading stage, in which students practice recognized words until they can read them automatically. Chall, who for years has carefully monitored the research, found that direct teaching of skills and the opportunity for students to explore on their own are both necessary: The research does not support the claims of some that skills and know-how develop naturally from "just reading". It shows that development is enhanced by skills, particularly among those making slow progress and students for whom English is not the dominant language. Maclean (1988) justifies phonics as a form of "instructional representation", a technique for getting novices to a point where they can begin to use the strategies of the experts, the way of getting students off to a good start on the path of learning to read. This stage begins in second grade and continues through 4th grade.

The results of the studies contrasting code-emphasis and whole-word methodologies and those contrasting code-emphasis and language experience approaches appear to indicate that code-emphasis approaches produce significantly higher achievement as initial reading approaches. These are the results reflected in the review of the Commission on Reading of the National Academy of Education, Becoming a Nation of Readers (Anderson et al. 1984). Students given direction in skills such as drawing inferences, detecting faulty arguments, or using knowledge of story grammar show significant improvement in reading performance.

Whole Language. Whole Language instruction has been gaining a foothold

in schools over the past five years (Newkirk & Atwell, 1988; Goodman, Smith, Meredith & Goodman, 1987). Whole Language is a model of instruction based on theory and research in reading process (Rosenblatt & Smtih 1982), writing process (Murray, 1987. Calkins, 1986) and the developmen. of literacy (Harste, Birke, & Woodward, 1984; Clay, 1982). Some educators claim that, for students reading at second and third grade levels, reading more connected texts has been shown to be related to higher reading achievement. Basically, Whole Language is an approach that teaches reading as a holistic activity. Teachers have recognized that, compared to traditional skilled-based instruction, Whole Language instruction helps students become enthusiastic readers and writers in ways more conformable with the natural approach to language learning. Beginning in kindergarten, students read from their writing of high quality literature and stories. The teaching of skills occurs as teachers observe that students are developmentally ready and have a functional need for them in reading and writing. Furthermore, attention to skills occurs within the context of a whole story or text. Teachers help students become effective readers and writers by encouraging them to reflect about the content of their reading and writing to consider how and why they read (Holdaway, 1979).

CONFLICTING OPINIONS IN METHODS OF TEACHING BEGINNING READING

Allington (1980) reports that resource rooms tend to over-emphasize decoding and word recognition activities to the detriment of reading connected texts . Psychologists are opposed to skills teaching and say that skilled readers don't use the kind of skills that are taught in the phonics program. .Whole Language theorists led by Kenneth Goodman and Frank Smith, come into conflict with available research on the subject of phonics because they believe that students will develop their own phonetic principles as they read and write. Carbo (1986) argues that, in spite of the emerging consensus regarding the importance of phonics instruction in beginning reading, phonics is not appropriate for every student because most students in the primary grades are "global: tactic' kinesthetic learners. She suggests that the currently used phonics and whole-word methods are less appropriate that 'holistic' reading methods that involve "hands-on" experiences, language-experienced stories, and high interest stories.

Tarver and Dawson (1977) reviewed fifteen studies that examined interactions between modality and reading instruction. Thirteen of these studies found no such interaction, and the two that did were short experimental studies that used listening rather than reading tasks. Tarver and Dawson concluded that the research did not support differential instruction.

The opposing camp holds that haphazard, amorphous instruction to teach something as critical as the alphabetic code is faulted. When we try to apply the idea of no separate skills, how do we help students who are unable to fully understand what they read? What happens when a student cannot summarize? What do we do when students do not seem able to find those details that would help them to make

predictions? What if the questions they generate do not lead to a clear understanding of the text? Studies of effective teaching in general suggest that we could solve these problems by using direct instruction with material that is well structured and presented in small steps Becoming a Nation of Readers: The Report of the Commission on Reading states that classroom research shows that, on the average, students who are taught phonics get off to a better start in learning to read than students who are not taught phonics (Anderson et al. 1985, p. 37).

Samuels (1988) explored the possibility of blending phonics to a holistic approach. Reading as a holistic act can be dissected into sub-skills that are arranged in a hierarchy. Students must begin with a meaningful whole; they should use all the behaviors proficient readers use. Whole Language advocates think we can enable students to do this by initially offering them familiar, predictable materials.

Research suggests that today's emphasis on low-level reading skills is counter productive for many poor readers (Carbo, 1983). Some educators raise the question that, if Hispanic students do not begin to read in English until the second or third grade, how will they ever catch up with English speaking peers? And, if they complete elementary school reading two or three grades below grade level, how will they cope with the demands of high school material?

Some experts attribute the rise of interest in Whole Language approach to concern that many disadvantaged or slow learners quickly become mired in a sea of ditto sheets instead of reading real books. Many of the issues that are important at the initial stages of instruction, such as phonics vs. whole-word, are less relevant later when students begin to handle larger portions of text and must learn to read words automatically.

Evaluation of the results of a Whole Language study of 1985-86 school year (Carbo, 1986), on the Emergent Reader Posttest designed for students who could not independently read text and therefore who could not be evaluated with miscue analysis procedures, revealed lower scores than desired. In addition, there were concerns over the fact that so many first graders were still emergent readers at posttest, rather than being able to read text independently enough to be posttested on miscue analysis and retelling.

PESSIMISTICOUTLOOK

There is a growing belief among educators that the solution to functional illiteracy does not lie in a promotional or retention policy at all, but in preschool and other early childhood programs that insure that students, no matter how poor or deprived at home, will be ready for elementary school. Joseph Fernandez, Chancellor of New York City Public Schools, stated that he was in favor of such an approach. The idea is to make sure that students do not start kindergarten or first grade already behind (Berger, 1990). New practices are critically important to head off early failure. If there is a bottom line in the drop-out literature, it is that with early detection more pupils could have been helped

This message is fine for students who have not as yet started school, but what hope does it hold for functionally illiterate students who are already in the educational system at all grade levels?

FINDINGS FROM THE FIELD

Robinson 's study examined 448 subjects in two school districts. It found only 16 students with a visual preference and 24 with auditory preference. The districts were chosen because of their long-term use of either phonics-based or sight-word reading program. Examining achievement at the end of the school year, there was no evidence of interaction between modality preference and method of instruction on the Metropolitan Achievement Test or the Gray Oral Reading Test. In fact, all methods of teaching reading used in the classrooms involved a great deal of sensory input in all modalities. Individual differences such as students's ability to perceive phonemes in spoken words, or students' concept of and experience with print might be important

Abrams and Smolen (1973) found that more skilled comprehenders can recognize a word faster than the less skilled comprehenders. Poor readers rely on initial parts of words and fail to synthesize cues from medial and final positions. They are less facile with the symbol-and-sound correspondences in English. Comprehension suffers if too much attention has to be given to decoding. Perfetti determined that students's ability to read is facilitated almost as much by their having heard the word before as by their having heard and seen it before.

PROCESSES INVOLVED IN SKILLED READING

Skilled reading depends upon perceptual, linguistic and cognitive processes Reading difficulties reflect inadequate development of one or more of these processes. Adams (1978) considers some of the processes that may be especially problematic for the young reader. He looks at skilled reading as a product of both analytic and synthetic activities. Information is propagated upward through increasingly comprehensive levels of analysis (letters to word identification to synthetic and semantic structures). This is called 'bottom-up' process. While this is happening, the previously activated candidates at each level are competing for completion. As they do so, they reciprocally prime or facilitate the processing of their matching elements This is called 'top-down' processing. For the skilled reader, 'top-down' and 'bottom-up' processing are occurring at all levels of analysis simultaneously. The system depends equally upon information in the reader's mind and information in the written text. If the reader lacks critical skill or knowledge he must compensate by either taking extra processing energy (e.g., articulating a particular word) or by relying on 'top-down' processing to evade the problem (e.g. using contextual information to infer the meaning of an unfamiliar word).

SOME PROFILES OF AT-RISK BILINGUAL STUDENTS

Miguel's current testing through the WISC-R indicated general cognitive functioning in the low average range. Verbal skills indicated weaknesses in the

areas of verbal comprehension, general information, and short term auditory memory and were significantly lower than performance skills, which showed strengths in abstract reasoning, alertness to details and spatial relations. A significant delay of three and half years was indicated in the area of perceptual-motor integration processes. His overall cognitive functioning "may have been negatively effected by bilingual background." His responses reflected low levels of self esteem and low levels of self effectiveness. Academically this 11 years old is at beginning second grade in reading and middle first grade in written language.

The Individual Education Plan (I.E.P.) for the school year that was planned for Miguel by the Director of Special Services was that Miguel would continue to develop reading scores from 2nd grade level to 3rd grade level. To improve his reading ability he was to be taught word-attack skills, recognition of sound patterns in word families and identification and use of consonant correspondences in initial, medial, and final positions. He would understand and apply primary phonetic skills: understand and apply the phonetic skills required to decode words, to improve sight word recognition skills, to recognize and understand sight words from basal test He would be taught additional reading vocabulary through high interest level contextual material.

Maria's school reported that her retention, comprehension and literal knowledge needed improvement, that her interpretative and evaluative comprehension was unsatisfactory, that her vocabulary needed remediation and that she was unable to write even simple sentences or to express her ideas in writing.

TRADITIONAL METHODS OF TEACHING BEGINNING READING FAIL TO HELP BILINGUAL AT-RISK STUDENTS

These case studies were cited to highlight the essential flaw that is present in planned reading curricula for reading disabled bilingual students. The curricula for bilingual students is built upon a platform of knowledge of named concepts in the English language, which the reading disabled bilingual student does not possess, or possesses very poorly. Although skilled reading depends upon perceptual, linguistic and cognitive processes, these processes in the English language are often absent from the repertoire of the reading disabled bilingual student. As in the case with Miguel, verbal skills indicate weaknesses in the areas of verbal comprehension, general information, and short term auditory memory and are significantly lower than performance skills. The fact that Miguel's performance skills were high shows that the he understood the concept within himself but was unable to communicate this knowledge to another, or to understand it in reading English because, in many cases, he lacked the name for the concept. Maria's school report evidenced that she too has not yet put a name to many concepts.

The traditional means of teaching beginning reading: phonics, language experience, whole word, and Whole Language start with primary level grades and take several years to lay a workable foundation for higher level reading skills. They attempt to build on a body of knowledge that is not there in Miguel's and Rosa's cases

and in the case of many reading disabled bilingual students. The reading progress goal for Miguel, to go from 2nd to 3rd grade reading level, is defeatist. An 11-year-old boy should be able to read on 6th grade level. If the expected goal was met, Miguel would still be three years retarded in reading. His prescription for improvement was dependent upon strengthening knowledge of phonic skills.

The Whole Language methodology is also flawed. Its goal to integrate listening, speaking, reading, and writing is not attainable for reading disabled students above primary grade level. The student can listen and speak on things of interest, but cannot read and write on these same topics because of lack of sight words needed to make the page meaningful and lack of decoding skill to decode the unknown word. Advocates of the Whole Language approach attempt to control for this problem by limiting the vocabulary load and using high interest material. The possibility of finding high interest material is debatable because what may be of interest to one student is not necessarily of interest to another.

In order to understand text, the reader must recognize words and analyze syntax. Also, he must access and organize the appropriate conceptual knowledge. This depends on a variety of analytic knowledge and processes. There are two classes of difficulty at the syntactic level: the completeness with which a reader can link the meaning of the test onto his own conceptual structures, and the reader's ability to usefully organize the meaning of the passage. Other problems are lack of appreciation of pragmatic determinations of discourse, differences between the dialects of the student's reading materials and the oral language environment, difficulties in coordinating references, difficulties between metaphor and figurative language, and difficulties in appropriately altering the point of view. The reader's ability to organize concepts in a text is crucial to comprehension. In order to comprehend the passage ,the reader must be sensitive to the relative importance of various concepts introduced in the text (Johnston, 1985).

THE NEGLECTED SKILL OF LISTENING AND SPEAKING

Of all basic skills, speaking and listening are the most fundamental to learning both in school and throughout life, according to experts in the field of oral communication. Reading requires syntactic awareness that is generally not required for listening. Teaching Advanced Skills to Educationally Disadvantaged Students, a report from the Study of Academic Instruction, summarizes some of the powerful intellectual skills even the most educationally disadvantaged students bring to school: the experiences and receptive skills of their native language, basic facts about quantity, and insights about social expectations. Yet,the teaching of speaking and listening skills has been traditionally eclipsed by reading and writing instruction.

Curriculum and instruction should be organized to focus wherever possible on students strengths, not weaknesses. What needs to be done is to design curricula and instructional methods that will build on prior learning and complement, rather than contradict, the student's outside school experiences.

Reading presumes a level of synthetic proficiency that is not required for listening. Mead (1962) emphasized that thinking develops through verbalizing experiences. The person uses his or her previous experience to interpret the words of others, which could be in error. Concepts organize information which is not dependent upon the immediate conceptual array and are at least potentially nameable. Without these attributes, concepts do not yet exist. Comprehension involves ability to grasp such concepts as main idea, facts, sentence, inference, and critical thinking.

Students learn naturally to communicate orally, but they don't necessarily learn to do so effectively. Not even grownups do. A recent study by researchers Venderplank & Daly (1988), in which a nationally representative sample of more than 200 people, aged 22-25, were asked to perform a number of oral communication tasks. Based on the responses, Venderplank & Daly concluded that one-fourth of the sample could not adequately communicate orally.

Teachers can help students learn speaking and listening skills by having them summarize orally, talk aloud when solving a problem, and work collaboratively. Teachers need to call attention to the process of expressing oneself clearly and listening critically.

Experts in the field advocate integrating instruction in speaking and listening skills across the curriculum says Rubin, Visiting Professor of Communication Arts at he University of Cincinnati in free skill areas of speaking, listening, creative drama, non-verbal communication, and mass media awareness. Students should be able to identify and apply techniques for effective listening and to construct and deliver a persuasive speech. Educators need to teach standard English to empower students within the mainstream culture. Perhaps the most powerful argument in favor of instruction in speaking and listening skills, experts say, is their centrality to learning and thinking. Oral communication, listening and thinking are integrally related. Phil Bucklund, Professor of Speech Communication at Central Washington University, cites several reasons why speaking and listening skills have traditionally been neglected. Teachers assume that students already have these skills. Curriculum developers have not given speaking and listening much attention and these skills are typically not taught.

EXPERIMENTAL STUDY INVOLVING BILINGUAL FIFTH GRADE CLASS

The study involved a 5th grade class of twenty-two bilingual students, who were judged as reading "well below average" according to The Test of Degrees of Reading Proficiency (DRP) administered to all New York City students in April of each school year. The bilingual students were placed in their class because they scored below the 21st percentile in the Language Ability Battery (LAB) test. Students received 45 minutes of reading instruction daily of which a reading support system, Easy Steps to Reading Independence (ESTRI) was an integral part.

There were two focus points to the lesson. One focus was the recognition of

consonants and vowels in syllables, focusing on the distinctive sound-symbol relationship of one consonant at a time. This focus became spiral and cumulative as the other consonants and vowels were introduced. Whole words were not taught at first. Instead, students were taught the individual consonant (e.g., 'c') in its sound-symbol relationship. Students found more words in material of their own choosing, or textbooks, containing this sound-symbol relationship, no matter what place it occupied in the word. A simplified decoding skill based on recognition of syllables in words was taught. No 'exceptions to the rule' were presented.

The other focus point was the simultaneous development of higher order skills such as literal interpretation, creative comprehension, inference, reasoning and thinking, through the oral communication listening/speaking medium. As an example, a sample page taken from the ESTRI program shows, in exercise 1, a picture of a cabbage. This picture, as suggested in the Teacher Manual, was used to prompt an inter-cultural discussion and activity. All cultures have their own foods. Cabbage is a vegetable native to the United States. A little questioning and discussion brought students to talk about foods native to their own culture. .

The Mid-Scores of these students for School Year 1988 and 1989 as measured by DRP were compared through a t-test of Paired Samples. The results of the statistical analysis, presented in Table 1, shows significance for DRP Mid-Scores for the treatment year, 1989, at the $p < .05$ level..

Table 1

Comparison of Mid-Scores for Bilingual Class as Reported by Test for Degrees of Reading Proficiency (DRP).

Variable	No. of Cases	Mean	SD	DX1-X2	t	df	2-Tail Prob
DRP 1988	22	32.000	15.578	-10.429	-2.63	24	< .05
DRP 1989		42.429	7.700				

Students were also asked to write about their reactions to the ESTRI program. Some typical responses were: "I think the decoding program (ESTRI) is a good way to learn many words;" "I learned a lot of things from the book." "The ESTRI program helps me with a lot of things. When I read things in the book, I keep on reading about them in other books;" Students who were unable to write in the English language responded in the dominant language: "Lo que no me gusto fue que nosotros empezamos ese programa muy tarde;" "A mi me gusto porque me enseño y ayudo a entender y aprender muchas palabras;" "Aprendi a leer palabras que no sabia y pronunciar las."

The teacher of the Bilingual Class was asked to complete a questionnaire on the ESTRI approach. Table 2 summarizes her responses.

Table 2

Answers Given By Bilingual Teacher to ESTRI Questionnaire

	Teacher Response
Question 1 Which level of ESTRI did you use?	Secondary
Question 2 How much prior experience have you, the teacher involved with the experimental group, had in teaching?	5 years.
Question 3: What reading programs are being used in the school?	Total Reading Program
Question 4: What reading materials are you using with the class?	Macmillan Basal Readers,Oxford Picture Dictionary, Newspaper, Educational, Insights, Readalong
Question 5: Are you using audio-visual materials with ESTRI?	Yes, Readalong with cassette
Question 6: Were the lessons presented appropriately for your student language use level?	Yes, somewhat.
Question 7: Where do your students study ESTRI?	In the official classroom and the Reading Class
Question 8: How many students in your group use ESTRI?	22
Question 9: Are the suggested activities that were given to you for use with ESTRI helpful in getting your students to develop ease in oral and written communication?	Yes, to some degree.
Question 10: In what ways are the suggested activities useful/ inappropriate?	I use them to guide me in the lesson planning.

Table 2

Answers Given By Bilingual Teacher to ESTRI Questionnaire (cont'd.)

	Teacher Response
Question 11: How does ESTRI compare with reading programs being used in the school?	Phonics is not taught in isolation
Question 12: What did you like best/least about the ESTRI program?	Syllabication enabled my students learning English as a second language to learn new words. Students had opportunity to use strategy in their reading class. I hope they become efficient readers in both English and Spanish
Question 13: Does the school plan to continue using ESTRI with students? If Yes, what levels will use ESTRI?	Yes, Secondary
Question 14: What application programs do you plan to use with ESTRI?	I'm planning to incorporate ESTRI in the ESL classwork
Question 15: Please give any suggestions or comments and tell us about any problems you have noticed in using the Program.	I would like more suggestions to use
Question 16: Please describe specific problems you encountered with ESTRI.	.Not having enough time to devote to the program
Question 17: Overall, how would you rate ESTRI?	(Scale from 1 (low) to 10 (high) 9

CONCLUSION AND IMPLICATIONS

Continuing to allow a disproportionate number of minority or disadvantaged students to pass through the education system without meeting higher standards of achievement means they are likely to end up in dead-end jobs or on welfare", says Iris Carl, President of the National Council of Teachers of Mathematics (NCTM). Unlike in past generations, few jobs with any prospects for advancement are expected to be available to poorly skilled students. Some see gradual changes in attitude reflecting the belief that reading disabled bilingual students, with appropriate support, are capable of high levels of achievement.

This study which examined relationships between Reading and Language Arts Mid-Score on the DRP, found that the ESTRI program had a significant influence ($p < .05$) on reading growth of the 22 reading disabled bilingual 5th grade students. The data strongly supports using one method of word decoding, that of syllabication, while teaching higher order thinking reading and language arts skills.

Since this study is descriptive as well as inferential, it offers descriptive data through teacher questionnaire and student essays in support of the quantitative findings of significance. If an important objective is to move a school from lower to higher achievement, assuming that nothing or little can be done regarding school SES, principals and teachers might want to consider incorporating the ESTRI program into their Reading and Language Arts curricula.

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